





Leadership and Succession Planning  
to Achieve our Vision of

**Our Catholic schools: Heart of the  
community, success for each, a place for all.**

We achieve the above by using as our *Mission* as our  
lens:

**As Disciples of Christ, we educate and  
nurture hope in all learners to realize their  
full potential to transform God's world.**

# Board Leadership Development Strategy

## Vision

To support student achievement and well-being by attracting and developing passionate and skilled leaders in our schools and boards through a comprehensive leadership strategy

## **GOALS**

1. Attract the right people to the principalship
2. Help principals and vice-principals develop into the best possible instructional leader



## Committee Members

Cheryl Casselman, Elementary Principal

Marylin Dawson, Religion, Family Life and Faith Formation Consultant

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## Shepherd Leadership

### Psalm 23

#### The Divine Shepherd

The LORD is my shepherd, I shall not want.  
He makes me lie down in green pastures;  
he leads me beside still waters;  
he restores my soul.  
He leads me in right paths  
for his name's sake.

Even though I walk through the darkest valley,  
I fear no evil;  
for you are with me;  
your rod and your staff—  
they comfort me.

You prepare a table before me  
in the presence of my enemies;  
you anoint my head with oil;  
my cup overflows.

Surely goodness and mercy shall follow me  
all the days of my life,  
and I shall dwell in the house of the LORD  
my whole life long.



## Resources

- [Leadership Brochure Part 1](#) (pdf)
- [Leadership Part 1 Session Schedule 2014-2015](#) (pdf)
- [Leadership Brochure Part 2](#) (pdf)
- [Leadership Part 2 Session Schedule 2014-2015](#) (pdf)
- [Innovation in Leadership Brochure](#) (pdf)
- [Innovation in Leadership Session Schedule 2014-2015](#) (pdf)
- [Newly Appointed Administrators' Induction Program 2014-2015](#) (pdf)
- [Induction Program Session Schedule 2014-2015](#) (pdf)
- [The Ontario Leadership Framework 2013](#) (pdf)
- [Self-Assessment Tool for Aspiring Catholic Leaders](#) (pdf)
- [Self-Assessment Tool for Catholic Principals and Vice-Principals](#) (pdf)
- [Ministry Guide - Mentoring for Newly Appointed School Leaders](#) (pdf)



## Catholic Leadership Program

*The Lord is my shepherd, I shall not want.  
He maketh me lie down in green pastures;  
He leadeth me beside the still waters;  
He restoreth my soul.  
Psalm 23 1-3*

The Shepherd in ancient times was a blend of strength and gentility. He demonstrated remarkable courage out in the open unsheltered environment. He had the intestinal fortitude to protect and nurture. It is not one or the other, it is the two fused together. Finding this balance and being able to do both is what leadership is.

We know that leadership is second only to classroom instruction among all school-related factors that contribute to what students learn at school. Also, we know that successful leaders develop and count on contributions from many others in their organizations through a collaborative leadership model.

Two thousand years ago they settled on this awesome image of the Shepherd to capture it all but over time we have lost the power of it because we don't understand the role as well anymore. We need to review that. Shepherds cultivate fidelity and build relationships.

It is not enough to have good intentions. We are required to be competent and knowledgeable in our field. We will develop this and grow in this area as we serve.

Therefore, the Waterloo Catholic District School Board's Leadership Strategy is designed to provide the opportunity for all teachers to consider Catholic leadership under the context of the Shepherd and to build their leadership capacity.

*Called to Serve the Learners of the Waterloo Catholic District School Board*



## Waterloo Catholic District School Board Leadership & Development Strategy

*The Lord is my shepherd, I shall not want.  
He maketh me lie down in green pastures;  
He leadeth me beside the still waters;  
He restoreth my soul.  
Psalm 23 1-3*

### Goals

#### **Overall Goal:**

To build coherence by developing leadership capacity to support the achievement of goals outlined in the Strategic Directions Plan and the Board Improvement Plan for Student Achievement.

**Goal One:** School and system leaders in the WCDSB will develop the capacity to engage in effective instructional Catholic leadership as defined by research and the Catholic Leadership Framework.

**Goal Two:** School and system leaders in the WCDSB will develop the capacity to better respond to the needs of learners by fostering a holistic view of student learning that encourages a) shepherd, servant and steward b) restorative approaches to discipline, intervention, and support.

In setting the goals for the WCDSB BLDS, we give particular attention to the Catholic Leadership Framework as a unifying tool from which our entire system will ground their perspective.

We will support the goals in a variety of ways from leadership modules to mentoring sessions with new and experienced leaders.

By adopting a multi-faceted approach, we anticipate not only a broadening resourcefulness for the current generation of leaders but also for the generations to follow thus ensuring sustainability and succession planning.

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## Ontario Leadership Framework Overview

The Ontario Ministry of Education in partnership with Directors of Education, supervisory officers and school administrators created The Institute for Education Leadership as "a unique partnership committed to exploring leading-edge thinking on education leadership and applying that expertise to the development of high-quality resources and learning opportunities for school, board, and system leaders."

The Ontario Leadership Framework is designed to:

- facilitate a shared vision of leadership in schools and districts
- promote a common language that fosters an understanding of leadership and what it means to be a school or system leader
- identify the practices, actions and traits or personal characteristics that describe effective leadership
- guide the design and implementation of professional learning and development for school and system leaders
- identify the characteristics of highly performing schools and systems - K-12 School Effectiveness Framework (SEF) and District Effectiveness Framework (DEF)
- aid in the recruitment, development, selection and retention of school and system leaders

The leadership framework provides aspiring leaders at both the school and district levels with important insights about what they will need to learn to be successful.

For those already in leadership positions, it serves as a valuable tool for self-reflection and self-assessment. Finally, the framework also supports the work of those responsible for recruiting, selecting, developing and retaining new leaders.

What has flowed from that work; a partnership that acts as an arms-length collaborative partner with the Ministry of Education, is the development of distinct partner specific leadership frameworks. Thus the framework for leadership in a Catholic school system in Ontario exists side by side with the leadership framework for leaders in a Public or French school system. What weaves its way through all of the work on leadership; however, are five Core Leadership Capacities. These capacities are key to effective education leadership in Ontario today. They are described as:

1. **Setting Goals:** This capacity refers to working with others to help ensure that goals are strategic, specific, measurable, attainable, results-oriented, and time-bound (SMART) and lead to improved teaching and learning.
2. **Aligning Resources with Priorities:** This capacity focuses on ensuring that financial, capital, human resources, curriculum and teaching resources, professional learning

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resources and program allocations are tied to priorities, with student achievement and well-being as the central, unambiguous focus.

3. **Promoting Collaborative Learning Cultures:** This capacity is about enabling schools, school communities and districts to work together and learn from each other with a central focus on improved teaching quality and student achievement and well-being.
4. **Using Data:** This capacity is about leading and engaging school teams in gathering and analyzing provincial, district, school and classroom data to identify trends, strengths and weaknesses that will inform specific actions for improvement focused on teaching and learning.
5. **Engaging in Courageous Conversations:** This capacity relates to challenging current practices and fostering innovation through conversation, to listen and to act on feedback, and to provide feedback that will lead to improvements in student achievement and well-being.